

# Music Curriculum EYFS – Year 6

#### The primary intent for our curriculum

- To make music an enjoyable interactive learning expressive experience.
- To expose our children to a range of different styles of music (high quality live and recorded music) that show how diverse music can be and how it mirrors the society we live in.
- To enable all children to confidently sing, either individually or as a group.
- To provide our children with wider opportunities to perform inside and outside the school environment to showcase their talents to the community
- To allow all children to have the experience of learning how to play an instrument.
- To develop their self-confidence, creativity and imagination by providing opportunities for self-expression.
- For children to understand musical concepts through a repetition-based approach to learning.
- For children to understand basic notation and musical vocabulary to help them perform within an ensemble.
- To enable children to compose simple compositions for real or electronic instruments.
- Empower children with the skills to records and mix their own compositions.

#### The primary intent for our EYFS curriculum.

- To become 'Curiously Creative' by embedding their skills, techniques and knowledge of experiences and artists to represent and complete their dreams.
- To become a little 'Musical Mover' to be able to perform a story, song, poem, rap or rhyme to an audience.
- To be able to discern many instruments, listen attentively to the sounds they make, to talk about music and express their feelings and responses to what they can hear.

	Auti	ımn	iviusic curriculum	ring	Sum	mor
	1	2	1	7	1	2
Nursery	-Listen with increased attenti -Respond to what they have -Remember and sing entire so -Sing the pitch of a tone sung -Sing the melodic shape of fa -Create their own songs, or in	play, using an object to represen on to sounds. neard, expressing their thoughts ongs. by another person ('pitch match	t something else even though the and feelings of ').		<u>-</u>	_
Reception	<ul> <li>-Watch and talk about dance</li> <li>-Sing in a group or on their or</li> <li>-Develop storylines in their p</li> </ul>	nd talk about music, expressing and performance art, expressing wn, increasingly matching the pit retend play. making and dance, performing s	g their feelings and responses. cch and following the melody.			
Reception Charanga topic	Me	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1/2 Cycle A		My musical heartbeat		Exploring sounds		Let's perform together
Year 1/2 Cycle B		Pulse, rhythm and pitch		Recognising different sounds	Our big concert	
Year 3	Writing music down Or Drumming			More musical styles	Enjoying improvisation	
Year 4	Exploring feelings when you play Or Drumming			Feelings through music		Expression and improvisation
Year 5/6 Cycle A	Sing and play in different styles		Composing and chords		Battle of the bands	
Year 5/6 Cycle B	Music and technology Or Ukulele		Creative composition			Improvising with confidence.

Nursery	Autumn	Cycle 1 – We're going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper's Christmas Eve		
What will be	taught key ideas?	I wonder	Key vocabulary	
changed  To create soublowing  To show an instruments them eg loud	nd learn how sounds and movements can be unds by rubbing, shaking, tapping, striking or interest in the way sound makers and sound and experiment with ways of playing l, quiet, fast, slow increased attention to sounds	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy Play High Low Explore Sounds Voices Notes	

Nursery	Spring	Cycle 1 – The gingerbread man, Kitch	nen disco, cleversticks, sharing a shell
		Cycle 2 – Elmer, Rosie's walk, Bathro	om boogie,
What will be	taught key ideas?	I wonder	Key vocabulary
_		I wonder who lives there?	Song
	ents and sounds to express experiences, ideas and	I wonder how you get there?	Sing
feelings		I wonder what it	Beat
To listen to a v	vide range of music, across different cultures.	looks/tastes/sounds/feels like?	Pulse
l ro tisteri to a v	viae range of maste, across afferent callares.	I wonder what happens if?	Rhythm
To play instru	nents with increasing control to express their	I wonder who it is?	Тар
feelings and id		I wonder how it's made?	Clap
		I wonder how many?	Сору
To sing the pitch of a tune sung by another person, pitch match.		I wonder why/how/who?	Play
To sing the melodic shape of familiar songs			High
To sing the me	loaic snape of familiar songs		Low
			Explore
			Sounds
			Voices
			Notes

Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmya hullabaloo				
What will be	taught key ideas?	I wonder	Key vocabulary			
To sing a simindependent To remember To listen and matching the sound patter	aple nursery rhyme all the way through ly r and sing entire songs l respond to music and the patterns in music, e sound of a musical instrument, copying a	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy Play High Low Explore Sounds Voices Notes			

Reception Autumn (Me, My stories)	Superworm, The enormous turnip, Fu	inny bones, Gruffalo, Sticl	k Man, Lost and found
What will be taught key ideas?	I wonder	Key vocabulary	
To learn the following songs:  Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things For Fingers  I'm A Little Teapot  Ring O' Roses  Hickory Dickory Dock  Not Too Difficult  The ABC Song  To be able to tap/clap the pulse  Explore high sounds and low sounds using voices and glockenspiels.  Copy-clap the rhythm of names.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy	Play Glockenspiel High Low Explore Sounds Voices Notes

Reception Spring (everyone, our world)	Mixed, Once there were giants, Three	e billy goats gruff, commo	otion in the ocean.
What will be taught key ideas?	I wonder	Key vocabulary	
To learn the following songs:  - Wind The Bobbin Up  - Rock-a-bye Baby  - Five Little Monkeys  - Jumping On The Bed  - Twinkle Twinkle  - If You're Happy And You Know It  - Head, Shoulders, Knees And Toes  - Old Macdonald  - Incy Wincy Spider  - Baa Baa Black Sheep  - Row, Row, Row Your Boat  - The Wheels On The Bus  - The Hokey Cokey Invent ways to find the pulse Find the pulse and show others your ideas.  Copy-clap some rhythms of phrases from the songs. Use the starting note to explore melodic patterns using one or two notes.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy	Play Glockenspiel High Low Explore Sounds Voices Notes

Reception	Summer (Big bear funk, reflect rewind replay)	The little red hen, Monkey puzzle	, Handa's Hen, Wh	at the ladybird heard.	
What will be	taught key ideas?	I wonder	Key vocabulary	,	
- Big E - Baa - Twir - Incy - Rock - Row	llowing songs: Bear Funk Baa Black Sheep nkle Twinkle Wincy Spider k-a-bye Baby r, Row, Row Your Boat	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy	Play Glockenspiel High Low Explore Sounds Voices Notes	
	pulse. or 4 word phrases from the song. at of the song with a pitched note.				

	Provision For The Learning An Instrument
EYFS	Classroom Instruments
Reception	Classroom Instruments
Year 1	Classroom Instruments
Year 2	Classroom Instruments
Year 3	African Drums Glockenspiels
Year 4	African Drums Glockenspiels Violin/Viola
Year 5	Violin/Viola
Year 6	Ukulele Samba Violin/Viola iPads

Me!, My Stories, Everyone, Our World, Big Bear Funk & Reflect, Rewind, Replay.	Year: Reception	Term: Autumn, Spring and Summer
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Foundations of previous learning: Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms, use movement to express feelings, make up own songs, and use their own ideas to change words, dance movements, or rhythm.

#### ELGs Expressive Arts and Design Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Children listen attentively in a range of situations.	Performing (singing/playing): To be able to sing simple songs, action songs, speak chants and rhymes.  To begin to find the pulse by copying an adult.  Improvising and composing: To explore and create simple movements to a piece of music  Listening and Respond: To be able to listen and respond by copying to a different song or piece of music in a different style.	To begin to independently play a variety of classroom instruments.  To begin to understand music language (pulse, rhythm and pitch and vocabulary to indicate speed and dynamics).	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments
	Assessment of Skills	Assessment of Knowledge	Clap
	Can the child sing simple songs, action songs and nursery rhymes with accuracy? Can the child follow and copy dance movement instruction to the music? Can the child use music to inspire imaginative, initially free and child-led moment?	I understand the musical vocabulary that my teacher is using when describing the different features of music.	

Musical Heartbeat Year: 1 Term: Autumn 2

Foundations of previous learning: Children have been preparing to be Year 1 ready by knowing how to sing simple songs, actions and chants. They are beginning to find the pulse, explore and create simple movements to a piece of music and are able to listen to and respond by copying to a different song or piece of music in a different style.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use their voices expressively	Understanding music and improvisation	Understanding music and improvisation	Pulse
and creatively by singing	I can move in time with a steady beat.	I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.	Steady Beat
songs and speaking chants	I can find the pulse of the music by moving my body.	I understand and can demonstrate that rhythm is a pattern of long and short sounds which	Heartbeat
and rhymes	I can listen to, copy and repeat a simple rhythm through call and response.	are performed over the pulse of the music.	High sounds
	I can listen to, copy and repeat a simple melody using my voice.	<u>Listen and respond</u>	Low Sounds
Play tuned and untuned	I can sing high or low sounds demonstrating an understanding of pitch	I can say what I like, or dislike about a piece of music and describe how it makes me feel.	Rhythm
instruments musically	<u>Listen and respond</u>	I can use some musical words to describe a piece of music.	Pitch
	I can feel the pulse by moving my body to the music.	I can recognise some musical instruments and name them.	Rapping
Listen with concentration and	I can concentrate and listen to a piece of music.	I understand that tempo describes how fast, or slow the music is.	Fast
understanding to a range of	I can recognise if the music is fast or slow.	I can talk about the songs and music we have listened to and any songs that are similar.	Slow
high-quality live and recorded	I can recognise if the music is loud or quiet.	I can talk about different styles of music and where they might come from in the world.	Quick
music	Learning to sing the song	Learning to sing the song	Loud
	I can sing and/or rap as part of a group.	I can demonstrate good posture when singing.	Quiet
Experiment with, create,	I can sing some songs and sections of songs from memory.	I can explain what the song is about.	Singing
select and combine sounds	I can sing a solo demonstrating some level of confidence.	Improvise with the song	Instruments
using the inter-related	I can sing a solo with confidence.	I know that when I improvise, I am making up my own tune.	Clap
dimensions of music.	I can follow the leader of the group and take simple directions.	Compose with the song	
	I can add appropriate actions and movement to the songs I sing.	I can evaluate my composition through performance up to 5 notes.	
	Play instruments with the song	I can recognise signs and symbols that equate to the note value of 1 and 2 beats.	
	I can play a tuned and/or untuned percussion instrument carefully and with respect.	Perform the song	
	I can rehearse a part effectively to improve my overall performance.	I can explain why we chose the song/s to perform.	
	I can play my instrument as part of an ensemble to pulse and/or steady beat.	I can say what I liked or enjoyed about the performance and what could have been better.	
	I can perform repeated rhythmic patterns in time to a backing track.	I can explain the musical spotlight and how music and songs have a social theme i.e how	
	Improvise with the song	music brings us together.	
	I can use some notes to create an improvised rhythm/melody.		
	I can stay in time with the music when I improvise.		
	I can use call and response/ question and answer to improvise simple vocal patterns.		
	I can use both rhythm and/or pitch to improvise over a steady pulse.		
	Compose with the song		
	I can compose a melodic line with direction creating a beginning and an end using the home key.		
	I can explore pitch and rhythm when composing.		
	I can write my melody using manuscript/online resources and/or graphic score.		
	Perform the song		
	I can perform the song with my class and without any help from the teacher.		
	I can perform the song confidently with movement and/or actions.		
	I can perform the song from memory.		
	I can follow the leader or conductor.		
	I can collectively plan a performance including activities appropriate for an audience.		
	Assessment of Skills	Assessment of Knowledge	
	I can move in time with a steady beat.	I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.	
	I can recognise if the music is fast or slow.	I understand and can demonstrate that rhythm is a pattern of long and short sounds which	
		are performed over the pulse of the music.	

Exploring sounds Year: 1 Spring 1

Foundations of previous learning: The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Hip Hop and understand how pulse, rhythm and pitch work together.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use their voices expressively and	Understanding music and improvisation	Understanding music and improvisation	Pulse
creatively by singing	I can move in time with a steady beat.	I understand that the pulse or beat of the music is like a heartbeat that	Steady Beat
songs and speaking chants and	I can find the pulse of the music by moving my body.	doesn't stop.	Heartbeat
rhymes	I can listen to, copy and repeat a simple rhythm through call and response.	I understand and can demonstrate that rhythm is a pattern of long and	High sounds
	I can listen to, copy and repeat a simple melody using my voice.	short sounds which are performed over the pulse of the music.	Low Sounds
Play tuned and untuned	I can sing high or low sounds demonstrating an understanding of pitch	Listen and respond	Rhythm
nstruments musically	Listen and respond	I can say what I like, or dislike about a piece of music and describe how it	Pitch
·	I can feel the pulse by moving my body to the music.	makes me feel.	Rapping
Listen with concentration and	I can concentrate and listen to a piece of music.	I can use some musical words to describe a piece of music.	Fast
understanding to a range of	I can recognise if the music is fast or slow.	I can recognise some musical instruments and name them.	Slow
nigh-quality live and recorded	I can recognise if the music is loud or quiet.	I understand that tempo describes how fast, or slow the music is.	Quick
music	Learning to sing the song	I can talk about the songs and music we have listened to and any songs that	Loud
	I can sing and/or rap as part of a group.	are similar.	Quiet
Experiment with, create, select	I can sing some songs and sections of songs from memory.	I can talk about different styles of music and where they might come from	Singing
and combine sounds using the	I can sing a solo demonstrating some level of confidence.	in the world.	Instruments
nter-related dimensions of	I can sing a solo with confidence.	Learning to sing the song	Clap
nusic.	I can follow the leader of the group and take simple directions.	I can demonstrate good posture when singing.	Blues
	I can add appropriate actions and movement to the songs I sing.	I can explain what the song is about.	Baroque
	Play instruments with the song	Improvise with the song	Ltin
	I can play a tuned and/or untuned percussion instrument carefully and with respect.	I know that when I improvise, I am making up my own tune.	Bhangra
	I can rehearse a part effectively to improve my overall performance.	Compose with the song	Folk
	I can play my instrument as part of an ensemble to pulse and/or steady beat.	I can evaluate my composition through performance up to 5 notes.	Funk
	I can perform repeated rhythmic patterns in time to a backing track.	I can recognise signs and symbols that equate to the note value of 1 and 2	Irish
	Improvise with the song	beats.	
	I can use some notes to create an improvised rhythm/melody.	Perform the song	
	I can stay in time with the music when I improvise.	I can explain why we chose the song/s to perform.	
	I can use call and response/ question and answer to improvise simple vocal patterns.	I can say what I liked or enjoyed about the performance and what could	
	I can use both rhythm and/or pitch to improvise over a steady pulse.	have been better.	
	Compose with the song	I can explain the musical spotlight and how music and songs have a social	
	I can compose a melodic line with direction creating a beginning and an end using the home key.	theme i.e how music brings us together.	
	I can explore pitch and rhythm when composing.	theme he now music simps as together.	
	I can write my melody using manuscript/online resources and/or graphic score.		
	Perform the song		
	I can perform the song with my class and without any help from the teacher.		
	I can perform the song confidently with movement and/or actions.		
	I can perform the song from memory.		
	I can follow the leader or conductor.		
	I can collectively plan a performance including activities appropriate for an audience.		
	Assessment of Skills	Assessment of Knowledge	
	I can sing some songs and sections of songs from memory.	I can say what I like, or dislike about a piece of music and describe how it	-
	I can perform repeated rhythmic patterns in time to a backing track.	makes me feel.	
	Team perform repeated mythinic patterns in time to a backing track.		
		I can explain what the song is about.	1

Let's perform together Year: 1 Summer 1

Foundations of previous learning: The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Latin music and understand how pulse, rhythm and pitch work together.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use their voices expressively and	Understanding music and improvisation	Understanding music and improvisation	Pulse
creatively by singing	I can move in time with a steady beat.	I understand that the pulse or beat of the music is like a heartbeat that doesn't	Steady Beat
songs and speaking chants and	I can find the pulse of the music by moving my body.	stop.	Heartbeat
rhymes	I can listen to, copy and repeat a simple rhythm through call and response.	I understand and can demonstrate that rhythm is a pattern of long and short	High
	I can listen to, copy and repeat a simple melody using my voice.	sounds which are performed over the pulse of the music.	sounds
Play tuned and untuned	I can sing high or low sounds demonstrating an understanding of pitch	Listen and respond	Low Sounds
instruments musically	<u>Listen and respond</u>	I can say what I like, or dislike about a piece of music and describe	Rhythm
	I can feel the pulse by moving my body to the music.	how it makes me feel.	Pitch
Listen with concentration and	I can concentrate and listen to a piece of music.	I can use some musical words to describe a piece of music.	Rapping
understanding to a range of	I can recognise if the music is fast or slow.	I can recognise some musical instruments and name them.	Fast
high-quality live and recorded	I can recognise if the music is loud or quiet.	I understand that tempo describes how fast, or slow the music is.	Slow
music	Learning to sing the song	I can talk about the songs and music we have listened to and any songs that are	Quick
	I can sing and/or rap as part of a group.	similar.	Loud
Experiment with, create, select and	I can sing some songs and sections of songs from memory.	I can talk about different styles of music and where they might	Quiet
combine sounds using the inter-	I can sing a solo demonstrating some level of confidence.	come from in the world.	Singing
related dimensions of music.	I can sing a solo with confidence.	Learning to sing the song	Instruments
	I can follow the leader of the group and take simple directions.	I can demonstrate good posture when singing.	Clap
	I can add appropriate actions and movement to the songs I sing.	I can explain what the song is about.	Flim Music
	Play instruments with the song	Improvise with the song	
	I can play a tuned and/or untuned percussion instrument carefully and with respect.	I know that when I improvise, I am making up my own tune.	
	I can rehearse a part effectively to improve my overall performance.	Compose with the song	
	I can play my instrument as part of an ensemble to pulse and/or steady beat.	I can evaluate my composition through performance up to 5 notes.	
	I can perform repeated rhythmic patterns in time to a backing track.	I can recognise signs and symbols that equate to the note value of 1 and 2	
	Improvise with the song	beats.	
	I can use some notes to create an improvised rhythm/melody.	Perform the song	
	I can stay in time with the music when I improvise.	I can explain why we chose the song/s to perform.	
	I can use call and response/ question and answer to improvise simple vocal patterns.	I can say what I liked or enjoyed about the performance and what could have	
	I can use both rhythm and/or pitch to improvise over a steady pulse.	been better.	
	Compose with the song	I can explain the musical spotlight and how music and songs have a social	
	I can compose a melodic line with direction creating a beginning and an end using the home key.	theme i.e how music brings us together.	
	I can explore pitch and rhythm when composing.	and the new master strings as together.	
	I can write my melody using manuscript/online resources and/or graphic score.		
	Perform the song		
	I can perform the song with my class and without any help from the teacher.		
	I can perform the song confidently with movement and/or actions.		
	I can perform the song from memory.		
	I can follow the leader or conductor.		
	I can collectively plan a performance including activities appropriate for an audience.		
	Assessment of Skills	Assessment of Knowledge	1
	I can use some notes to create an improvised rhythm/melody.	I know that when I improvise, I am making up my own tune.	
	I can perform the song confidently with movement and/or actions.	I can say what I liked or enjoyed about the performance and what could have	
	, , , , , , , , , , , , , , , , , , , ,	been better.	

Pulse, Rhythm and Pitch Year: 1/2 Cycle B Autumn 2

Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel.

NC Objective - Coverage		Skills		Knowledge		Vocabular
Use their	Year 1	Year 2		Year 1	Year 2	Pulse
voices	Understanding music and improvisation	Understanding music and improvisation		Understanding music and improvisation	Understanding music and improvisation	Steady Beat
expressively	I can move in time with a steady beat.	I can move in time with a steady beat.		I understand that the pulse or beat of the	I understand that rhythm is a pattern of long and	Heartbeat
	I can find the pulse of the music by moving my body.	I can find the pulse of the music by moving my body.		music is like a heartbeat that doesn't stop.	short sounds which are performed over the pulse	High sounds
and creatively	I can listen to, copy and repeat a simple rhythm through call and	I can listen to, copy and repeat a simple rhythm.		I understand and can demonstrate that	of the music.	Low Sounds
y singing	response.	I can listen to, copy and repeat a simple melody using varied rhyth	ım and pitch when I	rhythm is a pattern of long and short sounds	I understand that pitch describes how high or low	Rhythm
ongs and	I can listen to, copy and repeat a simple melody using my voice.	sing on my own.		which are performed over the pulse of the	sounds are.	Pitch
peaking	I can sing high or low sounds demonstrating an understanding of pitch	I can follow a steady beat. I can follow the leader of the group or t		music.	<u>Listen and respond</u>	Rapping
	<u>Listen and respond</u>	I understand that when the speed of the music changes, the temp	0	Listen and respond	I can describe my emotions and thoughts when	Fast
hants and	I can feel the pulse by moving my body to the music.	increases/decreases.		I can say what I like, or dislike about a piece	listening to a piece of music.	Slow
hymes	I can concentrate and listen to a piece of music.	I can improvise a simple rhythm using different instruments include	ling my voice.	of music and describe	I can explain why I like or don't like a piece of	Quick
	I can recognise if the music is fast or slow.	I can clap a rhythm that I have made up by myself.		how it makes me feel.	music.	Loud
Nav tunod	I can recognise if the music is loud or quiet.	I can clap the rhythm of my name, pet or favourite colour.		I can use some musical words to describe a	I can recognise the difference between fast and	Quiet
Play tuned	Learning to sing the song	Listen and respond		piece of music.	slow tempo.	Singing
and untuned	I can sing and/or rap as part of a group.	I can find the pulse/steady beat and move in time to the music.		I can recognise some musical instruments	I can recognise the difference between loud and	Instruments
nstruments	I can sing some songs and sections of songs from memory.	I can keep a steady beat in my head,		and name them.	soft	Clap
musically	I can sing a solo demonstrating some level of confidence.	I can feel the pulse and move in time with the music.		I understand that tempo describes how fast,	dynamics.	South African
asica,	I can sing a solo with confidence.	I can tap the pulse of a piece of music and recognise changes/fluc	tuations in tempo.	or slow the music is.	I can recognise differences between two varying	Music
	I can follow the leader of the group and take simple directions.	Learning to sing the song		I can talk about the songs and music we have	styles of music.	Record
isten with	I can add appropriate actions and movement to the songs I sing.	I can sing as part of a group in unison or in 2 parts.		listened to and any songs that are similar.	I can point out differences and similarities of the	Compose Melodies
oncentration	Play instruments with the song	I can take the lead and perform solo.		I can talk about different styles of music and	varying styles.	
nd l can play a tuned and with respect.	I can play a tuned and/or untuned percussion instrument carefully and	I can sing with fluency and accuracy of pitch.  I can sing as part of a choir/group and follow directions.  I can listen effectively when performing to ensure accuracy of pulse.		where they might	I can discuss as a class what the music might be about and relate it to music I have listened to in	Rhythm Patterns
				arse a part effectively to improve my overall performance. I can sing as part of a choir/group and follow directions.  Learning to sing the song the past.		Festive Musi
understanding	I can play my instrument as part of an ensemble to pulse and/or steady					restive iviusic
to a range of	beat.				dynamics as loud and soft with confidence.	
high-quality	I can perform repeated rhythmic patterns in time to a backing track.	Play instruments with the song		I can explain what the song is about.	I can recognise some musical instruments within	
live and	Improvise with the song	I can use tuned and untuned classroom percussion instruments to	nerform	Improvise with the song	their family groups.	
recorded	I can use some notes to create an improvised rhythm/melody.	accompaniments and/or melody.	perioriii	I know that when I improvise, I am making up	I can listen to music from around the world and	
	I can stay in time with the music when I improvise.	I can rehearse and then perform sections of music with accuracy.		my own tune.	talk about their features.	
music	I can use call and response/ question and answer to improvise simple	I can use instruments respectfully and treat them with care.		Compose with the song	Learning to sing the song	
	vocal patterns.	I can perform as part of a group/ensemble keeping in time with a	steady heat	I can evaluate my composition through	I can demonstrate and maintain good posture	
Experiment	I can use both rhythm and/or pitch to improvise over a steady pulse.	I can perform as a group or solo passages of music keeping in time		performance up to 5 notes.	when singing.	
with, create,	Compose with the song	Improvise with the song			Improvise with the song	
	I can compose a melodic line with direction creating a beginning and an	I can use tuned and untuned classroom percussion instruments to	improvise and	to the note value of 1 and 2 beats.	I can recall musical sequences to build ideas	
select and	end using the home key.	compose.	•	Perform the song	around any given note/s to a steady pulse.	
combine	I can explore pitch and rhythm when composing.	Compose with the song		I can explain why we chose the song/s to	Compose with the song	
sounds using	I can write my melody using manuscript/online resources and/or	I can compose a melodic line with direction, creating a beginning	and an end using the	perform.	I understand that I can start and finish a	
he inter-	graphic score.	home key.		I can say what I liked or enjoyed about the	composition on the 'home' note.	
	Perform the song	I can create a sound using tuned and untuned percussion instrum	ents in response to a	performance and what could have been	Perform the song	
elated	I can perform the song with my class and without any help from the	stimulus.		better.	I can introduce a song explaining why it was	
limensions of	teacher.	I can use musical symbols to compose simple pieces of music.		I can explain the musical spotlight and how	chosen.	
nusic.	I can perform the song confidently with movement and/or actions.	Perform the song		music and songs have a social theme i.e how	I have an understanding of the musical themes	
	I can perform the song from memory.	I can practise, rehearse and perform music to an audience with co	nfidence.	music brings us together.	and how they have shaped my performance.	
	I can follow the leader or conductor.	I can add actions to a song where appropriate.			I can talk about my performance considering what	
	I can collectively plan a performance including activities appropriate for	I can perform a song from memory.			was good and what could be improved.	
	an audience.	I can follow the leader or conductor.				
	Assessment of Skills		Assessment of K	nowledge		
ar 1	Year 2		Year 1	<del></del>	Year 2	
an move in time wi		at. I can follow the leader of the group or the conductor.			I understand that pitch describes how high or low sound	ds are.
		piece of music and recognise changes/fluctuations in tempo.	that doesn't stop.		I understand that rhythm is a pattern of long and short s	
				demonstrate that rhythm is a pattern of long	, , , , , , , , , , , , , , , , , , , ,	
				ich are performed over the pulse of the		

ĺ	Recognising different sounds	Year: 1/2 Cycle B	Spring 2
		A contract of the contract of	1

Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.

NC Objective - Coverage		Skills		Knowledge		Vocabulary
Use their	Year 1	Year 2		Year 1	Year 2	Pulse
oices	Understanding music and improvisation	Understanding music and improvisation		Understanding music and improvisation	Understanding music and improvisation	Steady Beat
	I can move in time with a steady beat.	I can move in time with a steady beat.		I understand that the pulse or beat of the	I understand that rhythm is a pattern of long and	Heartbeat
xpressively	I can find the pulse of the music by moving my body.	I can find the pulse of the music by moving my body.		music is like a heartbeat that doesn't stop.	short sounds which are performed over the pulse	High sounds
nd creatively	I can listen to, copy and repeat a simple rhythm through call and	I can listen to, copy and repeat a simple rhythm.		I understand and can demonstrate that	of the music.	Low Sounds
y singing .	response.	I can listen to, copy and repeat a simple melody using varied rhythm and	d pitch	rhythm is a pattern of long and short	I understand that pitch describes how high or low	Rhythm
·	I can listen to, copy and repeat a simple melody using my voice.	when I sing on my own.		sounds which are performed over the sounds are.	Pitch	
ongs and	I can sing high or low sounds demonstrating an understanding of pitch	I can follow a steady beat. I can follow the leader of the group or the cor	nductor.	pulse of the music.	Listen and respond	Rapping
peaking	Listen and respond	I understand that when the speed of the music changes, the tempo		Listen and respond	I can describe my emotions and thoughts when	Fast
hants and	I can feel the pulse by moving my body to the music.	increases/decreases.		I can say what I like, or dislike about a	listening to a piece of music.	Slow
nymes	I can concentrate and listen to a piece of music.	I can improvise a simple rhythm using different instruments including m	y voice.	piece of music and describe	I can explain why I like or don't like a piece of	Quick
ilyilics	I can recognise if the music is fast or slow.	I can clap a rhythm that I have made up by myself.		how it makes me feel.	music.	Loud
	I can recognise if the music is loud or quiet.	I can clap the rhythm of my name, pet or favourite colour.		I can use some musical words to describe	I can recognise the difference between fast and	Quiet
lay tuned and	Learning to sing the song	Listen and respond		a piece of music.	slow tempo.	Singing
ntuned	I can sing and/or rap as part of a group.	I can find the pulse/steady beat and move in time to the music.		I can recognise some musical instruments	I can recognise the difference between loud and	Instruments
I can sing some songs and sections of songs from memory. I can sing a solo demonstrating some level of confidence. I can sing a solo demonstrating some level of confidence. I can sing a solo demonstrating some level of confidence. I can sing a solo demonstrating some level of confidence. I can sing a solo demonstrating some level of confidence.			and name them.	soft dynamics.	Clap	
		I understand that tempo describes how	I can recognise differences between two varying	South African		
nusically	I can sing a solo with confidence.	I can tap the pulse of a piece of music and recognise changes/fluctuation	ns in tempo.	fast, or slow the music is.	styles of music.	Music
	I can follow the leader of the group and take simple directions.	Learning to sing the song		I can talk about the songs and music we	I can point out differences and similarities of the	Record
isten with	I can add appropriate actions and movement to the songs I sing.	I can sing as part of a group in unison or in 2 parts.		have listened to and any songs that are	varying styles.	Compose
oncentration	Play instruments with the song	I can take the lead and perform solo.		similar.	I can discuss as a class what the music might be	Melodies
	I can play a tuned and/or untuned percussion instrument carefully and	I can memorise songs in preparation for performance.		I can talk about different styles of music	about and relate it to music I have listened to in	Rhythm Patter
nd	with respect.	I can sing with fluency and accuracy of pitch.		and where they might	the past.	Reggae Music
nderstanding	I can rehearse a part effectively to improve my overall performance.	I can sing as part of a choir/group and follow directions.		come from in the world.	I can describe the tempo as fast or slow and	
o a range of	I can play my instrument as part of an ensemble to pulse and/or steady	I can listen effectively when performing to ensure accuracy of pulse.		Learning to sing the song	dynamics as loud and soft with confidence.	
-	beat.	I can add appropriate actions and movement to the songs I sing.  Play instruments with the song  Play instruments with the song		I can demonstrate good posture when	I can recognise some musical instruments within	
igh-quality	I can perform repeated rhythmic patterns in time to a backing track.			singing. their family groups.		
ive and	Improvise with the song	I can use tuned and untuned classroom percussion instruments to perfo	rm	I can explain what the song is about.	I can listen to music from around the world and	
ecorded	I can use some notes to create an improvised rhythm/melody.	accompaniments and/or melody.		Improvise with the song	talk about their features.	
nusic	I can stay in time with the music when I improvise.	I can rehearse and then perform sections of music with accuracy.		I know that when I improvise, I am making Learning to sing the song		
	I can use call and response/ question and answer to improvise simple	I can use instruments respectfully and treat them with care.		up my own tune.	I can demonstrate and maintain good posture	
	vocal patterns.	I can perform as part of a group/ensemble keeping in time with a steady		Compose with the song	when singing.	
xperiment	I can use both rhythm and/or pitch to improvise over a steady pulse.	I can perform as a group or solo passages of music keeping in time with	a steady	I can evaluate my composition through	Improvise with the song	
vith, create,	Compose with the song	beat.		performance up to 5 notes.	I can recall musical sequences to build ideas	
elect and	I can compose a melodic line with direction creating a beginning and an	Improvise with the song		I can recognise signs and symbols that	around any given note/s to a steady pulse.	
ombine	end using the home key.	I can use tuned and untuned classroom percussion instruments to impro	ovise and	equate to the note value of 1 and 2 beats.	Compose with the song	
	I can explore pitch and rhythm when composing.	compose.		Perform the song	I understand that I can start and finish a	
ounds using	I can write my melody using manuscript/online resources and/or graphic	Compose with the song		I can explain why we chose the song/s to	composition on the 'home' note.	
he inter-	score.	I can compose a melodic line with direction, creating a beginning and an	ena using	perform.	Perform the song	
elated	Perform the song	the home key.		I can say what I liked or enjoyed about the	I can introduce a song explaining why it was	
imensions of	I can perform the song with my class and without any help from the teacher.	I can create a sound using tuned and untuned percussion instruments in	response	performance and what could have been better.	chosen.	
		to a stimulus.			I have an understanding of the musical themes	
iusic.	I can perform the song confidently with movement and/or actions. I can perform the song from memory.	I can use musical symbols to compose simple pieces of music.		I can explain the musical spotlight and how music and songs have a social theme	and how they have shaped my performance.  I can talk about my performance considering what	
	I can follow the leader or conductor.	Perform the song I can practise, rehearse and perform music to an audience with confiden		i.e how music brings us together.	was good and what could be improved.	
	I can collectively plan a performance including activities appropriate for	I can add actions to a song where appropriate.	ice.	i.e now music brings as together.	was good and what could be improved.	
	an audience.	I can perform a song from memory.				
	an addience.	I can follow the leader or conductor.				
	Assessment of Skills	Translow the leader of conductor.		Assessm	ent of Knowledge	
					× •	
ar 1			ear 1	er release to the second	Year 2	
				like, or dislike about a piece of music	I can describe my emotions and thoughts when li	stening to a pie
	ted rhythmic patterns in time to a backing track.	n rehearse and then perform sections of music with accuracy. ar	nd describe ho	ow it makes me feel.	of music.	
				nat the song is about.	I can point out differences and similarities of the	

 Our Big concert
 Year: 1/2 Cycle B
 Summer 1

Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.

music makes the	em reei. Children can say whether they like a piece of music a	and why. They also and beginning to understanding how all the	e aimensions	or music are working together.		
NC Objective						
- Coverage		Skills		Kı	nowledge	Vocabulary
Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Year 1 Understanding music and improvisation I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple rhythm through call and response. I can sing high or low sounds demonstrating an understanding of pitch Listen and respond. I can sing high or low sounds demonstrating an understanding of pitch Listen and respond I can feel the pulse by moving my body to the music. I can concentrate and listen to a piece of music. I can recognise if the music is fast or slow. I can recognise if the music is fost or slow. I can recognise if the music is loud or quiet. Learning to sing the song I can sing and/or rap as part of a group. I can sing some songs and sections of songs from memory. I can sing a solo demonstrating some level of confidence. I can follow the leader of the group and take simple directions. I can add appropriate actions and movement to the songs I sing. Play instruments with the song I can play a tuned and/or untuned percussion instrument carefully and with respect. I can rehearse a part effectively to improve my overall performance. I can play my instrument as part of an ensemble to pulse and/or steady beat. I can repeated rhythmic patterns in time to a backing track. Improvise with the song I can use some notes to create an improvised rhythm/melody. I can as some notes to create an improvise over a steady pulse. Compose with the song I can use call and response/ question and answer to improvise simple vocal patterns. I can use both rhythm and/or pitch to improvise over a steady pulse. Compose with the song I can compose a melodic line with direction creating a beginning and an end using the home key. I can explore pitch and rhythm when composing. I can compose a melodic line with direction creating a beginning and an end using the home key. I can explore pitch and rhythm when composing. I can perform the song from memory. I	Year 2 Understanding music and improvisation  I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple rhythm. I can listen to, copy and repeat a simple rhythm. I can listen to, copy and repeat a simple melody using varied rhythm and pitc on my own. I can follow a steady beat. I can follow the leader of the group or the conduct understand that when the speed of the music changes, the tempo increase: I can improvise a simple rhythm using different instruments including my voil can clap a rhythm that I have made up by myself. I can clap the rhythm of my name, pet or favourite colour. Listen and respond I can find the pulse/steady beat and move in time to the music. I can keep a steady beat in my head, I can feel the pulse and move in time with the music. I can take the pulse of a piece of music and recognise changes/fluctuations in Learning to sing the song I can sing as part of a group in unison or in 2 parts. I can take the lead and perform solo. I can memorise songs in preparation for performance. I can sing with fluency and accuracy of pitch. I can listen effectively when performing to ensure accuracy of pulse. I can all isten effectively when performing to ensure accuracy of pulse. I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody. I can rehearse and then perform sections of music with accuracy. I can use instruments with the song I can use tuned and untuned classroom percussion instruments to improvise compose. Can perform as part of a group/ensemble keeping in time with a steady bea I can perform as a group or solo passages of music keeping in time with a steady bea I can perform as a group or solo passages of music keeping in time with a steady bea I can compose a melodic line with direction, creating a beginning and an end home key. I can create a sound using tuned and untuned percussion instruments to improvise compose. Compose with the song I can use musical symbols to compose	tor. s/decreases. ice.  tempo.  tady beat. and	Year 1 Understanding music and improvisation I understand that the pulse or beat of the music is like a heartbeat that doesn't stop. I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. Listen and respond I can say what I like, or dislike about a piece of music and describe how it makes me feel. I can use some musical words to describe a piece of music. I can recognise some musical instruments and name them. I understand that tempo describes how fast, or slow the music is. I can talk about the songs and music we have listened to and any songs that are similar. I can talk about different styles of music and where they might come from in the world. Learning to sing the song I can demonstrate good posture when singing. I can explain what the song is about. Improvise with the song I know that when I improvise, I am making up my own tune. Compose with the song I can evaluate my composition through performance up to 5 notes. I can recognise signs and symbols that equate to the note value of 1 and 2 beats. Perfor the song I can explain why we chose the song/s to perform. I can say what I liked or enjoyed about the performance and what could have been better. I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.	Year 2  Understanding music and improvisation  Lunderstand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.  Lunderstand that pitch describes how high or low sounds are.  Listen and respond  Lan describe my emotions and thoughts when listening to a piece of music.  I can explain why I like or don't like a piece of music.  I can recognise the difference between fast and slow tempo.  I can recognise the difference between loud and soft dynamics.  I can recognise differences between two varying styles of music.  I can point out differences and similarities of the varying styles.  I can discuss as a class what the music might be about and relate it to music I have listened to in the past.  I can describe the tempo as fast or slow and dynamics as loud and soft with confidence.  I can recognise some musical instruments within their family groups.  I can listen to music from around the world and talk about their features.  Learning to sing the song I can demonstrate and maintain good posture when singing.  Improvise with the song I can recognise one sequences to build ideas around any given note/s to a steady pulse.  Compose with the song I can introduce a song explaining why it was chosen.  I have an understanding of the musical themes and how they have shaped my performance.  I can talk about my performance considering what was good and what could be improved.	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Mixed Style
				Assessm	ent of Knowledge	
	Assessment of Skill	S		7.00000111		
	Year 2  can use some notes to create an improvised rhythm/melody. can perform the song confidently with movement and/or actions.  Year 2  I can use tuned and untuned classroom percussion instruments to improvise and compose I can create a sound using tuned and untuned percussion instruments in response to a stimulus.			en I improvise, I am making up my own tune. liked or enjoyed about the performance and e been better.	Year 2 I can recall musical sequences to build ideas around at to a steady pulse. I can talk about my performance considering what we could be improved.	, ,

Topic: African Drums Year: 3 Autumn 2

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	To play a range of African instruments. To be able to follow the conductor's instructions to start and stop together, maintain speed and pulse during an ensemble.	To know how to play a range of African drums. To know how different timbres and dynamics are created on African instruments.	Djembe Bass sound (Low pitch) Tone sound (Medium Pitch) Slap sound (High Pitch) Rhythm Posture
increasing aural memory	Assessment of Skills  I can play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately. I can repeat rhythms performed by the Djembefola.	Assessment of Knowledge  I know that the djembe drum is an African drum and that it is part of the percussion family. I know that it is made from wood, rope and animal skin. I know how that the sound is made. I know how to produce three different sounds.	Djembefola Call and response Polyrhythms Djembe Skin Striking Edge of the Skin Middle of the skin

Writing music down	Year: 3	Autumn 2

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Jse and	Understanding music and improvisation	Understanding music and improvisation	Pulse
understand	I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.	I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by	Rhythm
	I can copy back simple patterns aurally and visually following basic notation.	musical symbols.	
taff and other	I can improvise using simple patterns that include basic rhythms.	These symbols can be written on a stave, helping us to remember what we are going to sing and play.	Pitch
nusical	I can recognise a major sound.	I know the pulse or beat of the music is like a heartbeat that doesn't stop.	Dynamics
notations.	I can recognise a minor sound.	I can recognise various notes and equivalent rests on a stave and understand their note values.	Tempo
	I can find the pulse of the music by moving my body.	I can identify the position of some notes on a stave.	Timbre
isten with	I can clap a rhythm that I have made up by myself.	Listen and respond	Structure
	I can clap the rhythm of my name, pet or favourite colour.  Listen and respond	I can communicate to others my thoughts and feelings about music that I listen to. I can communicate to others the meaning of the song or music.	
attention to	Lister and response I can find the pulse in songs/music with confidence.	I can talk about the musical features relating to the style of the music.	Texture
detail and recall	I can clap the beat of the music accentuating the first beat of the bar.	I can communicate effectively the emotions I feel when listening to music.	Notation
sounds with	I can confidently move in time to the music and create suitable actions.	I can express an opinion as to why I like or dislike a piece of music.	Glockenspie
increasing aural	Learning to sing the song	I can confidently recognise a range of musical instruments within their family groups	Beaters
memory.	Lan sing songs in unison and in multiple parts with increasing confidence.	I can discuss a piece of music using appropriate musical language.	Note Names
	I can sing songs confidently from memory.	I can think about and discuss what the music might be about, why it was written and the meaning of the	
	I can listen and respond confidently to ensure an awareness of time when following the beat.	song.	1
tanana dan anah	I can sing paying attention to clear diction and articulation.	I can listen to music from around the world and talk more confidently about their features.	
Improvise and	I can sing with expression.	I can compare and contrast songs with similar styles.	1
compose music	I can sing with attention to good posture, breathing and phrasing.	Learning to sing the song	
for a range of	I can sing a solo when required.	I can demonstrate good singing posture when rehearsing/performing.	
purposes using	I can confidently follow the leader or conductor.	I can discuss as part of a group what the song might be about.	
the	I can sing expressively with attention to the meaning of the words.	Play instruments with the song	
	I can confidently perform actions in time with the music.	I can understand some formal, written notation which includes crotchets and their equivalent rests.	
inter-related	I can sing a collection of songs in unison, of varying styles and structures.	Improvise with the song	
dimensions of	Play instruments with the song  I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.	I understand that improvisation is when you make up your own melody.  Compose with the song	
music.	I can lose a curren instrument to play and perform in solid or ensemble contexts with communities.  I can play securely with good levels of accuracy.	I can understand that composition is when a composer writes down and records musical ideas.	
	I can play as until good levels of accuracy.  I can play as part of an ensemble keeping a steady beat.	I can describe how my melody was created.	
Play and	I can follow musical directions as part of an ensemble or as a soloist.	I know my composition has a start, a middle and an end.	
•	I can use instruments respectfully and treat them with care.	I know my composition has two contrasting sections.	
perform in solo	I can demonstrate good posture when playing my instrument.	Perform the song	
and ensemble	I can demonstrate good technique for the instrument I am playing.	I can explain why a song was chosen and in what context.	
contexts, using	Improvise with the song	I have an understanding of the musical themes and how they have shaped my performance.	
their voices and	I can improvise successfully, listening and responding to stimuli from the unit backing track.	I can talk about/evaluate my performance considering what was good and what could be improved.	
playing musical	I sometimes use silent beats (rests) within my improvisation.	I can introduce the song and explain why it was chosen, focusing on relevant personal connections.	
instruments	I can create simple rhythms to build phrases using limited notes.	I can express how my performance affected me emotionally.	
	Compose with the song		
with increasing	I can compose a simple melody in response to musical stimuli.		
accuracy,	I can write a melody that starts and ends on the home note.		1
fluency, control	I can perform my own composition using the notes I have chosen.		1
and expression.	I can shape the melody by using conjunct and disjunct movement (moving in steps and leaps) in a structured fashion.  I can use a simple structure when composing.		İ
	I can use a simple structure when composing.  I can use simple dynamics and tempo to express loud and quiet/fast and slow.		1
	I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.		1
	Lan create simple right microsuring suring pulse and right in three and untured per cassion instruments.  I can create simple right microsuring both notes and rests.		1
	Music Notepad		1
	I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my		1
	composition to make musical sense.		1
	Perform the song		1
	I can play and perform in solo or ensemble contexts with confidence.		1
	I can follow the leader or conductor.		İ
	I may include musical ideas/passages within a rehearsal to enhance future performances.		<b></b>
	Assessment of Skills	Assessment of Knowledge	
	I can clap a rhythm that I have made up by myself. I can confidently move in time to the music and create suitable actions.	I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.	

More musical styles	Year: 3	Spring 2

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

	Unit Learning		
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use and	Understanding music and improvisation	Understanding music and improvisation	Pulse
understand	I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.	I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by	Rhythm
staff and other	I can copy back simple patterns aurally and visually following basic notation.	musical symbols.	Pitch
	I can improvise using simple patterns that include basic rhythms.	These symbols can be written on a stave, helping us to remember what we are going to sing and play.	
musical	I can move in time with a steady beat.	I know the pulse or beat of the music is like a heartbeat that doesn't stop.	Dynamics
notations.	I can recognise a major sound.	I can recognise various notes and equivalent rests on a stave and understand their note values.	Tempo
	I can recognise a minor sound.	I can identify the position of some notes on a stave.	Timbre
Listen with	I can move in time with a steady beat in simple time. I can find the pulse of the music by moving my body.	Listen and respond I can communicate to others my thoughts and feelings about music that I listen to.	Structure
attention to	I can clap a rhythm that I have made up by myself.	I can communicate to others the meaning of the song or music.	Texture
	Lan clap to rhythm of my name, pet or favourite colour.	I can talk about the musical features relating to the style of the music.	
detail and	Listen and respond	I can communicate effectively the emotions I feel when listening to music.	Notation
recall sounds	Los find teppine in songs/music with confidence.	I can express an opinion as to why I like or dislike a piece of music.	Glockenspiel
with increasing	I can clap the beat of the music accentuating the first beat of the bar.	I can confidently recognise a range of musical instruments within their family groups	Beaters
aural memory.	Lan confidently move in time to the music and create suitable actions.	I can discuss a piece of music using appropriate musical language.	Note Names
aurai memory.	Learning to sing the song	I can think about and discuss what the music might be about, why it was written and the meaning of the song.	Note Marries
	I can sing songs in unison and in multiple parts with increasing confidence.	I can listen to music from around the world and talk more confidently about their features.	
	I can sing songs confidently from memory.	I can compare and contrast songs with similar styles.	
Improvise and	I can listen and respond confidently to ensure an awareness of time when following the beat.	Learning to sing the song	
compose music	I can sing paying attention to clear diction and articulation.	I can demonstrate good singing posture when rehearsing/performing.	
for a range of	I can sing with expression.	I can discuss as part of a group what the song might be about.	
-	I can sing with attention to good posture, breathing and phrasing.	Play instruments with the song	
purposes using	I can sing a solo when required.	I can understand some formal, written notation which includes crotchets and their equivalent rests.	
the	I can confidently follow the leader or conductor.	Improvise with the song	
inter-related	I can sing expressively with attention to the meaning of the words.	I understand that improvisation is when you make up your own melody.	
dimensions of	I can confidently perform actions in time with the music.	Compose with the song	
music.	I can sing a collection of songs in unison, of varying styles and structures.	I can understand that composition is when a composer writes down and records musical ideas.	
music.	Play instruments with the song	I can describe how my melody was created.	
	I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.	I know my composition has a start, a middle and an end.	
Play and	I can play securely with good levels of accuracy.	I know my composition has two contrasting sections.	
perform in solo	I can play as part of an ensemble keeping a steady beat.	Perform the song	
and ensemble	I can follow musical directions as part of an ensemble or as a soloist.	I can explain why a song was chosen and in what context.	
	I can use instruments respectfully and treat them with care.	I have an understanding of the musical themes and how they have shaped my performance.	
contexts, using	I can demonstrate good posture when playing my instrument.	I can talk about/evaluate my performance considering what was good and what could be improved.	
their voices and	I can demonstrate good technique for the instrument I am playing.	I can introduce the song and explain why it was chosen, focusing on relevant personal connections.	
playing musical	Improvise with the song	I can express how my performance affected me emotionally.	
instruments	I can improvise successfully, listening and responding to stimuli from the unit backing track.		
with increasing	I sometimes use silent beats (rests) within my improvisation.		
-	I can create simple rhythms to build phrases using limited notes.		
accuracy,	Compose with the song I can compose a simple melody in response to musical stimuli.		
fluency, control	I can compose a simple metody in response to musical stimut.  I can write a melody that starts and ends on the home note.		
and expression	I can write a meiody that starts and ends on the nome note.  I can perform my own composition using the notes I have chosen.		
	I can shape the melody by using conjunct and disjunct movement (moving in steps and leaps) in a structured fashion.		
	I can use a simple structure when composing, and usual movement (moving in steps and leaps) in a subctured rasinon.  I can use a simple structure when composing, and a subctured rasinon.		
	I can use a simple structure when composing. I can use simple dynamics and tempo to express loud and quiet/fast and slow.		
	I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.		
	Lan create simple rhythmic patterns using both notes and rests.		
	Music Notepad		
	I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for		
	my composition to make musical sense.		
	Perform the song		
	I can play and perform in solo or ensemble contexts with confidence.		
	I can follow the leader or conductor.		
	I may include musical ideas/passages within a rehearsal to enhance future performances.		
	Assessment of Skills	Assessment of Knowledge	1
	I can sing songs in unison and in multiple parts with increasing confidence.	I can communicate to others my thoughts and feelings about music that I listen to.	1
	I can confidently perform actions in time with the music.	I can think about and discuss what the music might be about, why it was written and the meaning of the song.	1

	Enjoying improvisation	Year: 3	Summer 1
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Foundations of previous learning: I can play a variety of classroom instruments, playing glockenspiels as a whole class ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and am beginning to understand the different musical dimensions running through it.

	Unit Learning		
NC Objective -	Skills	Knowledge	Vocabulary
Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.  Improvise and compose music for a range of purposes using the interrelated dimensions of music.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Ican sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.  Ican cropy back simple patterns surfly and visually following back notation.  Ican improvise using simple patterns and ly and visually following back notation.  Ican improvise using simple patterns that include basic rhythms.  Ican recognise a major sound.  Ican wove in time with a steady beat in simple time.  Ican recognise a major sound.  Ican move in time with a steady beat in simple time.  Ican find the public of the music by moving my body.  Ican clap a rhythm that I have made up by myself.  Ican clap the rhythm of my name, per of ravourite colour.  Izaken and respond.  Isake not public myself in the myself in the public myself in the public myself in the public myself in the myself in the public myself in the myself i	Understanding music and improvisation I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols. These symbols can be written on a stave, helping us to remember what we are going to sing and play. I know the pulse or beat of the music is like a heartbeat that doesn't stop. I can recognise various notes and equivalent rests on a stave and understand their note values. I can identify the position of some notes on a stave. Listen and respond I can communicate to others my thoughts and feelings about music that I listen to. I can communicate to others the meaning of the song or music. I can talk about the musical features relating to the style of the music. I can express an opinion as to why I like or dislike a piece of music. I can communicate effectively the emotions I feel when listening to music. I can condiently recognise a range of musical instruments within their family groups I can discuss a piece of music using appropriate musical language. I can think about and discuss what the music might be about, why it was written and the meaning of the song. I can listen to music from around the world and talk more confidently about their features. I can compare and contrast songs with similar styles. Learning to sing the song I can demonstrate good singing posture when rehearsing/performing. I can discuss as part of a group what the song might be about. Play instruments with the song I can understand some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can understand that improvisation is when a composer writes down and records musical ideas. I can describe how my melody was created. I know my composition has a start, a middle and an end. I know my composition has a start, a middle and an end. I know my composition has a start, a middle and an end. I know my composition has a variating sections. Perform the song I can explain why a song was chosen and in what context. I have an understanding of the mu	Pulse Pitch Rhythm Dynamics Texture Tibre Notation Listening Album Reggae Music Jamaican Vocal Line Accompainment Hook Style Chorus Verse
	sense.  Perform the song I can play and perform in solo or ensemble contexts with confidence. I can follow the leader or conductor.		
	I may include musical ideas/passages within a rehearsal to enhance future performances.  Assessment of Skills	Assessment of Knowledge	
ŀ	Assessment of skills  I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.	I can understand that composition is when a composer writes down and records	
	I can compose a simple melody in response to musical stimuli.	musical ideas. I can talk about/evaluate my performance considering what was good and what could be improved.	

Topic: African Drums Year: 4 Autumn 1

Foundations of previous learning: Children have being playing a variety of classroom instruments, playing glockenspiels as a whole class ensemble. Children can understand the various music language to describe the musical dimensions of a piece. Children can listen to music and am beginning to understand the different musical dimensions running through it.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  listen with attention to detail and recall sounds with increasing aural memory	To be able to play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.  To be able to respond to the leader of the group (Djembefela).  To be able to play with increasing confidence within an ensemble setting.  To be able to repeat rhythms performed by the Djembefola.  To be able to compose own rhythms.	To know that the djembe is an African drum and is a percussion instrument.  To know that it is made from wood, rope and animal skin.  To know how the sound is made.  To know how produce three different sounds.	Djembe Bass sound (Low pitch) Tone sound (Medium Pitch) Slap sound (High Pitch) Rhythm Posture Djembefola Call and response Polyrhythms Djembe Skin Striking Edge of the Skin
	Assessment of Skills	Assessment of Knowledge	Middle of the skin
	I can play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately. I can repeat rhythms performed by the Djembefola.	I know that the djembe drum is an African drum and that it is part of the percussion family. I know that it is made from wood, rope and animal skin. I know how that the sound is made. I know how to produce three different sounds.	

Exploring feelings when you play	Year: 4	Autumn 1

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

NC Objective - Coverage			
	Skills	Knowledge	Vocabulary
Use and	Understanding music	Understanding music	Pulse
understand staff	I can copy increasingly challenging rhythms using body percussion and untuned instruments.	I can understand some formal, written notation which	Rhythm
and other musical notations.	I can perform with an understanding of simple time, time signatures.	includes crotchets, minims and paired guavers and their	Pitch
otations.	I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.	equivalent rests on a stave.	
isten with	I can move in time with a beat recognising the accentuated first beat of the bar.	I can identify some pitched note names on the treble stave.	Dynamics
	I can hear a note and suggest its length in relation to other notes over a steady pulse.	Listen and respond	Tempo
and recall sounds	I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.	I can talk about the words of a song and explain why the	Timbre
vith increasing ural memory.	I can match rhythmic patterns to movement.	song/music was written.	Structure
drai memory.	I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.	I can identify the difference between a fast, steady and	Texture
	<u>Listen and respond</u>	slow tempo using appropriate vocabulary.	Notation
mprovise and	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.	I can confidently recognise and explore a range of musical	
ompose music for	I can sing or clap memorable rhythmic/melodic phrases heard	styles and traditions and know their basic style indicators.	Glockenspiel
range of urposes using the	in a piece of music.	I can recognise and discuss the sections of music from	Beaters
nter-related	Learning to sing the song	various styles and genres	Note Names
	I can rehearse a song and learn it from memory both aurally and visually.	I understand the importance of a musical introduction and	
nusic.	I can sing songs that have different simple time, time signatures.	the information it offers.	
law and narfarm	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.	I recognise the sound and tonal structure of a pentatonic	
lay and perform	I can sing on pitch and in time, adjusting for accuracy when needed.	scale both visually and aurally.	
nsemble	I can sing expressively, paying attention to articulation on my own or as directed.	I can describe the differences between legato and staccato,	
	Play instruments with the song	identifying these articulatory effects when heard.	
	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation.	Learning to sing the song	
laying musical	I can play securely with good levels of accuracy.	I understand that phonetics create various sounds when	
nstruments with ncreasing	I can play, with improved accuracy as part of an ensemble keeping a steady beat.	singing. The vowel gives the length on a note while the	
ccuracy, fluency,	I can follow musical direction as part of an ensemble or as a soloist.	consonant creates percussive timbres.	
	I can demonstrate excellent posture when playing my instrument.	Have an understanding of the various styles of singing used	
expression	I can demonstrate consistently good technique for the instrument I am playing.	in correlation to the styles of song.	
	Improvise with the song	Compose with the song	
	I can improvise within a major scale using 1 to 5 notes.	I know my composition has a start, a middle and an end.	
	I can use my chosen instrument to improvise on a limited range of notes.	Music Notepad	
	I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte).	I can describe how my melody is structured and what	
	I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).	processes I went through to create my melodic	
	I can improvise using more complex rhythms, including varying notes and their equivalent rests.	composition.	
	I can improvise sections of music which include structured phrases.	Perform the song	
	When improvising I have a clear vision of key structure and	I can explain why a song was chosen and in what context	
	relevant use of the home note.	including historical information about the piece.	
	Compose with the song	I can reflect on my performance and how well it suited the	
	I can compose a melody over a chord progression or groove.	occasion.	
	I can use music technology effectively to capture, edit and combine sounds.	I can discuss and reflect upon my performance to improve	
	I can use a simple structure when composing.	upon future performances.	
	I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.		
	I can compose using a pentatonic tonality.		
	I can compose using notation from a chosen key.		
	<u>Music Notepad</u>		
	I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical		
	sense.		
	Perform the song		
	I can rehearse and comfortably perform to others the progress I have made during my lesson.		
	I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.		]
<del>-</del>	Assessment of Skills	Assessment of Knowledge	
	I can copy increasingly challenging rhythms using body percussion and untuned instruments.	I can identify some pitched note names on the treble stave.	
		I can identify some pitched note names on the treble stave. I can talk about the words of a song and explain why the song/music was written.	

Feelings through music	Year: 4	Spring 2

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

Unit Learning				
NC Objective	Skills	Knowledge	Vocabulary	
- Coverage			,	
Use and	Understanding music	Understanding music	Pulse	
understand	I can copy increasingly challenging rhythms using body percussion and untuned instruments.	I can understand some formal, written notation which includes crotchets,	Rhythm	
staff and other musical	I can perform with an understanding of simple time, time signatures.	minims and paired quavers and their equivalent rests on a stave.	Pitch	
notations.	I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.	I can identify some pitched note names on the treble stave.		
	I can move in time with a beat recognising the accentuated first beat of the bar.	Listen and respond	Dynamics	
Listen with	I can hear a note and suggest its length in relation to other notes over a steady pulse.	I can talk about the words of a song and explain why the song/music was	Tempo	
attention to detail and	I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.	written.	Timbre	
recall sounds	I can match rhythmic patterns to movement.	I can identify the difference between a fast, steady and slow tempo using	Structure	
with increasing	I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.	appropriate vocabulary.	Texture	
aural memory.	<u>Listen and respond</u>	I can confidently recognise and explore a range of musical styles and	Notation	
	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. I can sing or clap memorable rhythmic/melodic phrases heard	traditions and know their basic style indicators.  I can recognise and discuss the sections of music from various styles and	Glockenspie	
Improvise and	i cai sing or cap inemorate mytrimic/merout privases nearu	genres	Beaters	
compose	Hearing to sing the song	I understand the importance of a musical introduction and the information	Note Names	
music for a range of	Lean rehease a song and learn it from memory both aurally and visually.	it offers.	Note Names	
purposes using	I can sing songs that have different simple time, time signatures.	I recognise the sound and tonal structure of a pentatonic scale both		
the	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.	visually and aurally.		
inter-related dimensions of	I can sing on pitch and in time, adjusting for accuracy when needed.	I can describe the differences between legato and staccato, identifying		
music.	I can sing expressively, paying attention to articulation on my own or as directed.	these articulatory effects when heard.		
masic.	Play instruments with the song	Learning to sing the song		
Play and	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation.	I understand that phonetics create various sounds when singing. The		
perform in solo and ensemble	I can play securely with good levels of accuracy.	vowel gives the length on a note while the consonant creates percussive		
contexts, using	I can play, with improved accuracy as part of an ensemble keeping a steady beat.	timbres.		
their voices	I can follow musical direction as part of an ensemble or as a soloist.	Have an understanding of the various styles of singing used in correlation		
and playing	I can demonstrate excellent posture when playing my instrument.	to the styles of song.		
musical instruments	I can demonstrate consistently good technique for the instrument I am playing.	Compose with the song		
with increasing	Improvise with the song	I know my composition has a start, a middle and an end.		
accuracy,	I can improvise within a major scale using 1 to 5 notes. I can use my chosen instrument to improvise on a limited range of notes.	Music Notepad  I can describe how my melody is structured and what processes I went		
fluency, control and	I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte).	through to create my melodic composition.		
expression	I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).	Perform the song		
	I can improvise using more complex rhythms, including varying notes and their equivalent rests.	I can explain why a song was chosen and in what context including		
	I can improvise sections of music which include structured phrases.	historical information about the piece.		
	When improvising I have a clear vision of key structure and relevant use of the home note.	I can reflect on my performance and how well it suited the occasion.		
	Compose with the song	I can discuss and reflect upon my performance to improve upon future		
	I can compose a melody over a chord progression or groove.	performances.		
	I can use music technology effectively to capture, edit and combine sounds.			
	I can use a simple structure when composing.			
	I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.			
	I can compose using a pentatonic tonality.			
	I can compose using notation from a chosen key.			
	<u>Music Notepad</u>			
	I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make			
	musical sense.			
	Perform the song  I can rehearse and comfortably perform to others the progress I have made during my lesson.			
	I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.			
}	Assessment of Skills	Assessment of Knowledge	1	
		Assessment of Knowledge	4	
	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.	I can identify the difference between a fast, steady and slow tempo using		
	I can play, with improved accuracy as part of an ensemble keeping a steady beat.	appropriate vocabulary.  I understand the importance of a musical introduction and the information		
		it offers.		

Expression and improvisation	Year: 4	Summer

Foundations of previous learning: Children have been learning the glockenspiel. They can play in an ensemble and have any awareness of the interrelated dimensions of music. Children are becoming more familiar with the links to sound and notation

notation.  Unit Learning				
110	Unit Lea	rning T		
NC				
bjective	Skills	Knowledge	Vocabulary	
-				
overage				
e and derstand	<u>Understanding music</u>	Understanding music	Pulse	
aff and	I can copy increasingly challenging rhythms using body percussion and untuned instruments.	I can understand some formal, written notation which includes crotchets, minims and paired quavers and their	Pitch	
her musical	I can perform with an understanding of simple time, time signatures.	equivalent rests on a stave.	Rhythm	
otations.	I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.	I can identify some pitched note names on the treble stave.	Dynamics	
ten with	I can move in time with a beat recognising the accentuated first beat of the bar.	Listen and respond	Texture	
tention to	I can hear a note and suggest its length in relation to other notes over a steady pulse.	I can talk about the words of a song and explain why the song/music was written.	Tempo	
etail and	I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds.  I can match rhythmic patterns to movement.	I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary.	'	
call sounds	I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.	I can confidently the difference between a last, steady and slow tempo using appropriate vocabulary.  I can confidently recognise and explore a range of musical styles and traditions and know their basic style	Structure	
ith	Listen and respond	indicators.	Tibre	
creasing ıral	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.	I can recognise and discuss the sections of music from various styles and genres	Notation	
emory.	I can sing or clap memorable rhythmic/melodic phrases heard	I understand the importance of a musical introduction and the	Listening	
	in a piece of music.	information it offers.	Album	
nprovise	Learning to sing the song	I recognise the sound and tonal structure of a pentatonic scale	Reggae Music	
nprovise id compose	I can rehearse a song and learn it from memory both aurally and visually.	both visually and aurally.	Jamaican	
usic for a	I can sing songs that have different simple time, time signatures.	I can describe the differences between legato and staccato,	Vocal Line	
nge of	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.	identifying these articulatory effects when heard.		
irposes	I can sing on pitch and in time, adjusting for accuracy when needed.	Learning to sing the song	Accompainment	
ing the ter-related	I can sing expressively, paying attention to articulation on my own or as directed.	I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the	Hook	
mensions	Play instruments with the song	consonant creates percussive timbres.	Style	
music.	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation.	Have an understanding of the various styles of singing used in correlation to the styles of song.	Chorus	
	I can play securely with good levels of accuracy.	Compose with the song	Verse	
ay and erform in	I can play, with improved accuracy as part of an ensemble keeping a steady beat.	I know my composition has a start, a middle and an end.		
lo and	I can follow musical direction as part of an ensemble or as a soloist.	Music Notepad		
nsemble	I can demonstrate excellent posture when playing my instrument.	I can describe how my melody is structured and what processes I went through to create my melodic		
ontexts,	I can demonstrate consistently good technique for the instrument I am playing.	composition.		
sing their pices and	Improvise with the song	Perform the song		
aying	I can improvise within a major scale using 1 to 5 notes.	I can explain why a song was chosen and in what context including historical information about the piece.		
nusical	I can use my chosen instrument to improvise on a limited range of notes.	I can reflect on my performance and how well it suited the occasion.		
struments	I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte).	I can discuss and reflect upon my performance to improve upon future performances.		
ith creasing	I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).			
curacy,	I can improvise using more complex rhythms, including varying notes and their equivalent rests.			
iency,	I can improvise sections of music which include structured phrases.			
ontrol and	When improvising I have a clear vision of key structure and relevant use of the home note.			
pression	Compose with the song I can compose a melody over a chord progression or groove.			
	I can use music technology effectively to capture, edit and combine sounds. I can use a simple structure when composing.			
	I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.			
	I can compose a basic song accompaniment using pulse and mythin on tuned and untuned percussion instruments.			
	I can compose using notation from a chosen key.			
	Music Notepad			
	I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are			
	needed in order for my composition to make musical sense.			
	Perform the song			
	I can rehearse and comfortably perform to others the progress I have made during my lesson.			
	I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.			
Ţ	Assessment of Skills	Assessment of Knowledge		
-			7	
J	I can improvise using more complex rhythms, including varying notes and their equivalent rests	I know my composition has a start, a middle and an end.		

Sing and play in different styles	Year: 5/6 Cycle A	Autumn

Foundations of previous learning: Children have been learning about the music of ABBA. They are able to recognise this particular style of music, find the pulse, recognise instruments, listen and discuss other dimensions of music. Children have been playing classroom instruments to play along with song Mama Mia. Children have been composing their own responses and melodies and have been able to record them.

	Unit Learning Control of the Control				
NC Objective - Coverage	Sk	iills	Knowled	ge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of	Year 5 Understanding music I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. Listen and respond I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually.	Year 6 Understanding music I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.	Year 5 Understanding music I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a stave. Listen and respond I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is	Year 6 Understanding music I understand and can respond to music using simple and complex time signatures. Listen and respond I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements.	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Rock Anthems Vocal Line Accompaniment Style
purposes using the inter- related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory  use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers	I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. Improvise with increasing confidence using my own voice, rhythms and different pitches. can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise using more complex rhythms, including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music. Use additional notes and rhythms to show progression. I can improvise using more complex rhythms, including varying notes and their	Listen and respond I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale.  Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs with complex and syncopated rhythms. I can sing songs with complex and syncopated rhythms. I can sing in unison and up to three parts. I can sing from with accuracy observing correct techniques where appropriate. I can sing Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. Plav instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. Improvise with the song I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disj	and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap.  Learning to sing the song I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture.  Compose with the song I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes.  Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition.	I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators.  Learning to sing the song I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. Play instruments with the song I can demonstrate excellent	Chorus Verse Compose Improvise

#### Compose with the song

I can compose music in response to musical and/or video stimuli.

I can use music technology effectively to capture, edit and combine sounds.

I can use a planned structure when composing.

I can compose with chords to create an emotive/atmospheric mood.

I can use simple dynamics and tempo to express loud and soft/fast and slow.

I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo direction to express loud and quiet/fast

I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.

I understand the structure of a major and minor

triad and can demonstrate them on an appropriate instrument.

I can create a melody in line with the style and harmonic structure of the backing track.

#### Music Notepad

I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.

#### Perform the song

I can organise, rehearse and perform to an unknown audience.

I can perform as part of a smaller group as well as a whole class.

I can perform as part of a mixed ensemble of acoustic instruments.

I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.

#### Compose with the song

I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.

I can perform this melody on tuned percussion and/or melodic instruments following the notated score.

I can enhance my melody with simple chord progressions.

I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.

I can use music software/technology to capture, change, combine and record

I can use a planned structure when composing.

I can compose using a variety of rhythms including notes and their equivalent

I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.

I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.

I can compose using my own choice of notes.

I can create a composition with an awareness of basic harmonic structure.

#### Music Notepad

I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.

#### Perform the song

I can create, organise, rehearse and perform to an unknown audience.

I can perform as part of a smaller group as well as a whole class in school or to a wider audience.

I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece. I can perform from memory or visually, using staved notation with confidence and accuracy.

I can collect feedback and reflect to ensure progression within future performances.

#### Perform the song

I can explain why a song was chosen and in what context including historical information about the piece.

I can record performances to compare and evaluate.

I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.

#### Compose with the song

I know my composition has multiple sections and can be labelled as such. I can use and understand the pentatonic scale and full octave range of both major and minor scales. I understand and can explain the structure of my composition.

#### Perform the song

I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance. I can evaluate and discuss how my performance might change in different venues/spaces.

Assessment of Skills	Assessment of Knowledge
Year 5	Year 5
I can confidently find and keep a steady beat.	I understand how pulse, rhythm and pitch work together.
I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature.	I can justify a personal opinion making reference to musical elements.
Year 6	Year 6
I can find and keep a steady beat/pulse.	I can talk about the emotions I feel when I listen to a piece of music and
I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	pinpoint specifics within the music that heightened the emotion.
	I can recognise and discuss the sections of music from various styles and
	genres.

Composing and chords	Year: 5	Spring

Foundations of previous learning: Children have been learning about the style of Rock Anthems. With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.

asic. ciliureii iid	nusic. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.  Unit Learning					
NC Objective - Coverage		Skills	Know	ledge	Vocabulary	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	Year 5 Understanding music I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. Listen and respond I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing a part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play securely with good levels of an ensemble keeping a steady beat. I can ollow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a	Year 6 Understanding music I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. Listen and respond I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs with complex and syncopated rhythms. I can sing songs with complex and syncopated rhythms. I can sing songs with complex and syncopated rhythms. I can sing Acapella or with accuracy observing correct techniques where appropriate. I can sing Acapella or with accompaniment - live or recorded. I can sing syncopated patterns accentuating the beat where appropriate. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic rang	Year 5 Understanding music I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a stave. Listen and respond I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. Learning to sing the song I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. Compose with the song I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition has multiple sections and can be abelled as such. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. Music Notepad I can describe how my melody is	Year 6 Understanding music I understand and can respond to music using simple and complex time signatures.  Listen and respond I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. Learning to sing the song I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. Play instruments with the song I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Old School Hip Hop Vocal Line Accompaniment Style Chorus Verse Compose Improvise	
	equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.		structured and what processes I went through to create my melodic composition.	improvement over time		

	Music Curriculum		
Compose with the song I can compose music in response to musical and/or video stimuli. I can use music technology effectively to capture, edit and combine sounds. I can use a planned structure when composing. I can compose with chords to create an emotive/atmospheric mood. I can use simple dynamics and tempo to express loud and soft/fast and slow. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentationic scales. I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. I can create a melody in line with the style and harmonic structure of the backing track.  Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  Perform the song I can organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class. I can perform a spart of a smaller group as well as a winstruments. I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.	Compose with the song I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres. I can perform this melody on tuned percussion and/or melodic instruments following the notated score. I can enhance my melody with simple chord progressions. I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast. I can use music software/technology to capture, change, combine and record sounds. I can use a planned structure when composing. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can create, organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class in school or to a wider audience. I can perform ms part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece. I can perform from memory or visually, using staved notation with confidence and accuracy. I can collect feedback and reflect to ensure progression within future performances.	Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.	Compose with the song I know my composition has multiple sections and can be labelled as such. I can use and understand the pentatonic scale and full octave range of both major and minor scales. I understand and can explain the structure of my composition. Perform the song I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance. I can evaluate and discuss how my performance might change in different venues/spaces.
	ment of Skills	Assessment	of Knowledge
Year 5 I can sing songs that have different simple and complex, time signatures. I can play a melody on a tuned percussion instrument, melodic instrument an Year 6 I can sing songs with complex and syncopated rhythms. I can play a melody on a tuned percussion instrument, melodic instrument an broad dynamic range.	nd/or keyboard, reading notation within the range of 1 octave.  and/or keyboard, reading notation within the range of 1 octave paying attention to a	Year 5 I have an understanding of the variou: to the styles of song. I know my composition has multiple s Year 6 I can identify and describe the sounds vocal/instrumental styles including Rc	ections and can be labelled as such.  of various and contrasting

I understand the connection I have to the music I am performing.

Battle of the bands	Year: 5	Summer 1

Foundations of previous learning: Children have been learning about the style of Old School Hip Hop. With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.

		Unit Learning			
NC Objective - Coverage	Skills		Knowledge		Vocabulary
play and	Year 5	Year 6	Year 5	Year 6 Understanding music	Pulse
perform in solo	<u>Understanding music</u>	<u>Understanding music</u>	Understanding music	I understand and can respond to	Rhythm
nd ensemble	I can confidently find and keep a steady beat.	I can use body percussion, instruments and my voice with confidence in	I understand how pulse, rhythm and	music using simple and complex time	Pitch
ontexts, using	I can listen and copy back more complex rhythmic patterns including triplets as a	response to musical stimuli.	pitch work together.	signatures.	Dynamics
neir voices	call and response exercise, both aurally and visually.	I can actively respond and understand musical activities centred around the	I can understand some formal, written	Listen and respond	,
nd playing	I can copy back complex melodic patterns as a call and response exercise, both	keys of C major, G major, D major, A minor and D minor.	notation which includes semibreves,	I can talk about the emotions I feel	Tempo
nusical	aurally and visually.	I can find and keep a steady beat/pulse.	triplets and dotted crotchets	when I listen to a piece of music and	Timbre
struments	Listen and respond	I can listen and copy back complex rhythmic patterns including triplets,	recognising their position on a stave.	pinpoint specifics within the music	Texture
vith increasing	I can find the pulse and demonstrate the beat identifying the first beat of the bar	dotted notes and semi quavers as a call and response exercise both aurally	Listen and respond	that heightened the emotion.	Timbre
ccuracy,	in a simple and complex time signature.	and visually.	I can talk about the emotions I feel	I can confidently recognise and	Notation
uency, control	I can confidently recognise and explore a range of musical styles and traditions	I can understand formal, written notation which includes	when I listen to a piece of music.	explore a range of musical styles and	Rhythm
nd expression	and know their basic style indicators.	semibreves, triplets and dotted notes and recognise their position on a	I can justify a personal opinion making	traditions and discuss their style	· '
	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	stave.	reference to musical elements.	indicators making reference to the	Section
nprovise and	Learning to sing the song	I can copy back complex melodic patterns as a call and response exercise	I can accurately identify instruments	Musical Elements.	Brass
ompose music	I can rehearse a song and learn it from memory both aurally and visually.	both aurally and visually.	and describe their timbre.	I can accurately identify most	Section
or a range of	I can sing songs that have different simple and complex, time signatures.	I can listen with attention to detail and recall sounds with increasing aural	I can explain what a bridge passage is	instruments and describe their timbre,	Riff
urposes using	I can sing as part of a choir with an understanding that unison/harmony	memory and accuracy.	and identify its position within a song.	including various vocal styles.	Clapping
e inter-	performance will affect the musical texture.	<u>Listen and respond</u>	I understand and can describe the role	I can recognise and discuss the	
ated	I can sing at pitch and in time with the music.	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of	of a main theme in musical structure.	sections of music from various styles	riffs
mensions of	I can sing a second part in a song.	music.	I understand the importance of a	and genres.	Stucture
nusic	I can self correct if lost or out of tune/time.	I can confidently recognise the difference between major and minor tonality,	musical introduction and the	I understand and can describe the role	Solo
	I can sing expressively, paying attention to articulation on my own or as directed.	primary chords and intervals within a major scale.	information it offers.	of a main theme in musical structure.	Lead
sten with	Play instruments with the song	Learning to sing the song	I understand that rap is a musical form	I can identify and describe the sounds	Vocalist
tention to	I can rehearse and play a melodic line aurally and/or visually in various keys with	I can rehearse a song and learn it from memory both aurally and visually.	of vocal delivery.	of various and contrasting	
etail and	understanding of accidental notation.	I can sing a broad range of songs as part of a group or soloist.	I can describe the three components	vocal/instrumental styles including	Melody
ecall sounds	I can play a melody on a tuned percussion instrument, melodic instrument and/or	I can sing songs with complex and syncopated rhythms.	of rap.	Rock, Gospel, A capella groups and a	Backing
vith increasing	keyboard, reading notation within the range of 1 octave.	I can perform with accuracy observing correct techniques where	Learning to sing the song	symphony orchestra.	Vocals
ural memory	I can perform this melody as part of a wider ensemble, small group or individually	appropriate.	I have an understanding of the various	I can confidently recognise and	Hook
	as a soloist.	I can sing in unison and up to three parts.	styles of singing used in correlation to	explore a range of musical styles and	Call and
use and	I can play securely with good levels of accuracy.	I can sing Acapella or with accompaniment - live or recorded.	the styles of song.	traditions/history and know their	Response
inderstand	I can rehearse and perform some or all parts in context of the unit song.	I can sing syncopated patterns accentuating the beat where appropriate.	I can discuss in depth how the song	basic style indicators.	
taff and other	I can play with accuracy as part of an ensemble keeping a steady beat.	Play instruments with the song	connects to the world and its relevant	Learning to sing the song	Pop Music
nusical	I can follow musical direction as part of an ensemble or as a soloist.	I can rehearse and play a melodic line aurally and/or visually in various keys	culture.	I can demonstrate and maintain good	
notations	I can use instruments respectfully and treat them with care.	with understanding of accidental notation in various major and minor keys.	Compose with the song	posture, breath control and attention	
appreciate and	I can demonstrate excellent posture when playing my instrument.	I can play a melody on a tuned percussion instrument, melodic instrument	I know my composition has multiple	to phrasing whilst singing expressively.	
nderstand a	I understand and can practise in a manner that will benefit my improvement over	and/or keyboard, reading notation within the range of 1 octave paying	sections and can be labelled as such.	I have a good understanding of the	
ide range of	time.	attention to a broad dynamic range.	I understand and can explain the	various styles of singing used in	
	Improvise with the song	I can perform this melody as part of a wider ensemble, small group or	structure of my composition.	correlation to the styles of song I have	
igh-quality ve and	I can improvise with increasing confidence using my own voice, rhythms and different	individually as a soloist.	I understand and can explain the	performed this year.	I
ecorded music	pitches.	I can play securely with good levels of accuracy.	musical shape that my composition	I can discuss in depth how the song	I
rawn from	can improvise over a simple chord progression using conjunct and disjunct movement	I can rehearse and perform some or all parts in context of the unit song.	moves in.	connects to the world and its relevant	1
ifferent	(moving in steps and leaps).	I can play with accuracy as part of an ensemble keeping a steady beat.	I can include a home note with my	culture.	I
raditions and	I can improvise using more complex rhythms, including varying notes and their equivalent	I can follow musical direction as part of an ensemble or as a soloist.	composition to give it credential	I understand the connection I have to	1
rom great	rests.	I can use instruments respectfully and treat them with care.	recognition.	the music I am performing.	1
omposers and	I can improvise sections of music which include structured phrases and improved melodic	Improvise with the song	I can compose using my own choice of	Play instruments with the song	
nusicians	shape.  When improvising I have a clear vision of key structure and relevant use of the home	I can improvise with increasing confidence using my own voice, rhythms and	notes.	I can demonstrate excellent posture	1
iusicidiis	note.	different pitches.	Music Notepad	when playing my instrument.	1
	I can improvise using a wider range of dynamics including pp, mp, mf and ff.	I can improvise over a simple chord progression using conjunct and disjunct	I can describe how my melody is	I understand and can practise in a	I
	Follow a steady beat, keeping in time with the pulse of the music.	movement (moving in step and leaps).	structured and what processes I went	manner that will benefit my	
	Use additional notes and rhythms to show progression.	I can improvise using more complex rhythms, including varying notes and	through to create my melodic	improvement over time	
	I can improvise using more complex rhythms, including varying notes and their equivalent	their equivalent rests.	composition.	,	I
	rests/silent beats.	I can improvise sections of music which include structured phrases and			
	I can improvise demonstrating use of articulation (legato/staccato) and use of extended	improved melodic shape.			1
	dynamics.	When improvising I have a clear vision of key structure and relevant use of		1	I
		the home note.			1
		I can improvise using a wider range of dynamics including pp, mp, mf and ff.			1
		i can improvise using a wider range of dynamics including pp, mp, mf and ff.			

Compose with the song I can compose music in response to musical and/or video stimuli. I can use music technology effectively to capture, edit and combine sounds. I can use a planned structure when composing. I can compose with chords to create an emotive/atmospheric mood. I can use simple dynamics and tempo to express loud and soft/fast and slow. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. I can create a melody in line with the style and harmonic structure of the backing track. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  Perform the song I can organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class. I can perform as part of a mixed ensemble of acoustic instruments. I can perform as part of a mixed ensemble of acoustic instrumental performances that might be rehearsed, improvised or composed.	Compose with the song I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres. I can perform this melody on tuned percussion and/or melodic instruments following the notated score. I can enhance my melody with simple chord progressions. I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast. I can use music software/technology to capture, change, combine and record sounds. I can use a planned structure when composing. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can create, organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class in school or to a wider audience. I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece. I can perform from memory or visually, using staved notation with confidence and accuracy. I can collect feedback and reflect to ensure progression within future	Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.	Compose with the song I know my composition has multiple sections and can be labelled as such. I can use and understand the pentatonic scale and full octave range of both major and minor scales. I understand and can explain the structure of my composition.  Perform the song I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance. I can evaluate and discuss how my performance might change in different venues/spaces.
Assessment o	performances.  of Skills	Assessment of	of Knowledge
Year 5		Year 5	
I can improvise with increasing confidence using my own voice, rhythms and different I can compose using a variety of rhythms including notes and their equivalent rests. Year 6 I can improvise over a simple chord progression using conjunct and disjunct movement I can compose using full one octave scales in selected major and minor keys as well as	t (moving in step and leaps).	I can describe how my melody is structure create my melodic composition I can evaluate how well the performance: Year 6 I understand and can explain the structure I can evaluate and discuss how my performance controlled in the structure.	s communicated the mood of each piece.

venues/spaces.

 Ukulele/Garage Band
 Year: 5/6 Cycle B
 Autumn 1

Foundations of previous learning: Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory	Performing (singing/playing): To play the ukulele either in a solo context or ensemble. To perform a range of chords and to play in time. Take the lead in performances and provide suggestions to others. Improvising and experimenting: Compose a piece of music based on a theme. Describe how music can be used to create expressive effects and convey emotion. Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration. Listening, developing knowledge and understanding: Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.	I know a range of chords on the ukulele. I can identify the different parts of a ukulele. I can play in time while singing the melody. Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.	Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/Machine Heads Headstock Nut Strings Saddle Bridge Chord Compose Loop Mixing Pan Time Signature	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation
	Assessment of Skills	Assessment of Knowledge	Metronome	
Assessment of Skills  I can create tracks, record and mix down a backing traction for their lyrics.  I can write lyrics that fit into the meter of the 4/4.	To know the three chords C major, F major and G Major To know how to use garage band to create music to accompany a rap	Chords Major Minor Rhythm Rap Lyrics Theme Melody Tempo Verse Chorus Track		

Music and technology	Year: 5/6 Cycle B	Autumn 1

Foundations of previous learning: Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.

Wiotowii style.	e. Children are becoming more familiar with music notation and have been recording their own compositions.  Unit Learning				
NC Objective - Coverage	Sk	ills	Knowled	Vocabulary	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Year 5 Understanding music I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. Listen and respond I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing a spart of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed.  Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can perform this melody as part of an ensemble keeping a steady beat. I can perform this melody as part of an ensemble or as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble or as a soloist. I can inprovise	Year 6  Understanding music  I can use body percussion, instruments and my voice with confidence in response to musical stimuli.  I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor.  I can find and keep a steady beat/pulse.  I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually.  I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave.  I can copy back complex melodic patterns as a call and response exercise both aurally and visually.  I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.  Listen and respond  I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.  I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale.  Learning to sing the song  I can rehearse a song and learn it from memory both aurally and visually.  I can sing a broad range of songs as part of a group or soloist.  I can sing songs with complex and syncopated rhythms.  I can perform with accuracy observing correct techniques where appropriate.  I can sing Acapella or with accompaniment - live or recorded.  I can sing syncopated patterns accentuating the beat where appropriate.  I can sing syncopated patterns accentuating the beat where appropriate.  I can sing yancopated patterns accentuating the beat where appropriate.  I can july a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.  I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.  I can play a melody on a tende percussion instrument of the unit so	Year 5 Understanding music I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a stave. Listen and respond I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. Learning to sing the song I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. Compose with the song I know my composition has multiple sections and can be labelled as such. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition.	Year 6 Understanding music I understand and can respond to music using simple and complex time signatures. Listen and respond I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. Learning to sing the song I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. Play instruments with the song I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time	Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/ Machine Heads Headstock Nut Strings Saddle Bridge Chord Compose Loop Mixing Pan Time Signature Metronome Chords Major Minor Rhythm Rap Lyrics Theme Melody Tempo Verse Chorus Track Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation

Compose with the song I can compose music in response to musical and/or video stimuli.	Compose with the song I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic	Perform the song I can explain why a song was chosen and	Compose with the song I know my composition has
I can use music technology effectively to capture, edit and combine sounds. I can use a planned structure when composing. I can compose with chords to create an emotive/atmospheric mood.	scale in known key centres. I can perform this melody on tuned percussion and/or melodic instruments following the notated score.	in what context including historical information about the piece. I can record performances to compare	multiple sections and can be labelled as such. I can use and understand the
I can use simple dynamics and tempo to express loud and soft/fast and slow. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.  I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.  I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.  I can create a melody in line with the style and harmonic structure of the backing track.  Music Notepad  I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  Perform the song I can organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class. I can perform as part of a mixed ensemble of acoustic instruments. I can perform as part of a mixed ensemble of acoustic instruments. I can perform as spart of a mixed ensemble of acoustic instrumental performances that might be rehearsed, improvised or composed.	I can enhance my melody with simple chord progressions. I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast. I can use music software/technology to capture, change, combine and record sounds. I can use a planned structure when composing. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure.  Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  Perform the song I can create, organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class in school or to a wider audience. I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/joice.	and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.	pentatonic scale and full octave range of both major and minor scales. I understand and can explain the structure of my composition.  Perform the song I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance. I can evaluate and discuss how my performance might change in different venues/spaces.
	I can perform from memory or visually, using staved notation with confidence and accuracy.  I can collect feedback and reflect to ensure progression within future performances.		
Assessmen	nt of Skills	Assessment of K	nowledge
I can confidently find and keep a steady beat. I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. Year 6 I can find and keep a steady beat/pulse. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.		Year 5 I understand how pulse, rhythm and pitch w I can justify a personal opinion making refer Year 6 I can talk about the emotions I feel when I lis pinpoint specifics within the music that heig I can recognise and discuss the sections of m	sten to a piece of music and htened the emotion.

Creative composition	Year: 5/6 Cycle B	Spring

Foundations of previous learning: Children have been learning the ukulele and can play a range of chord on the instruments. Children have been performing songs, singing and playing at the same time. Children have been composing their own raps (lyrics and backing tracks on Garageband) and have recorded these. Children have a very good understanding of how the interrelated dimensions of music all work together. Children will have studied Motown music in Year 5 which this song is built upon.

upon.					
		Unit Learning			
NC Objective - Coverage	Skil	ls	Knowledg	re	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Year 5 Understanding music I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. Listen and respond I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing a second part in a song. I can self correct if lost or out of tune/time. I can sing a specond part in a song. I can self correct if lost or out of tune/time. I can sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can use instruments respectfully and treat them with care. I can follow musical direction as part of an ensemble or as a soloist. I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a	Year 6  Understanding music  I can use body percussion, instruments and my voice with confidence in response to musical stimuli.  I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor.  I can find and keep a steady beat/pulse.  I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually.  I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave.  I can copy back complex melodic patterns as a call and response exercise both aurally and visually.  I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.  Listen and respond  I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.  I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale.  Learning to sing the song  I can rehearse a song and learn it from memory both aurally and visually.  I can sing a broad range of songs as part of a group or soloist.  I can sing songs with complex and syncopated rhythms.  I can sing in unison and up to three parts.  I can sing in unison and up to three parts.  I can sing in unison and up to three parts.  I can sing songsepated patterns accentuating the beat where appropriate.  Play instruments with the song  I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys.  I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.  I can rehearse and play as part of an ensemble keeping a steady beat.  I can play as soloist.  I can inprovise with increasing confidence using my own voice, rhythms and different pitches.  I can improvise with	Year 5 Understanding music I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a stave. Listen and respond I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. Learning to sing the song I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. Compose with the song I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition. I can compose using my own choice of notes. Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition.	Year 6 Understanding music I understand and can respond to music using simple and complex time signatures. Listen and respond I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. Learning to sing the song I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture. I understand the connection I have to the music I am performing. Play instruments with the song I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Rhythm Section Brass Section Riff Clapping riffs Stucture Solo Lead Vocalist Melody Backing Vocals Hook Call and Response Pop music Emotions Introduction

Compose with the song I can compose music in response to musical and/or video stimuli. I can use music technology effectively to capture, edit and combine sounds. I can use a planned structure when composing. I can compose with chords to create an emotive/atmospheric mood. I can use simple dynamics and tempo to express loud and soft/fast and slow. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. I can create a melody in line with the style and harmonic structure of the backing track. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  Perform the song I can organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class. I can perform as part of a mixed ensemble of acoustic instruments. I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.	Compose with the song I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres. I can perform this melody on tuned percussion and/or melodic instruments following the notated score. I can enhance my melody with simple chord progressions. I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast. I can use music software/technology to capture, change, combine and record sounds. I can use a planned structure when composing. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can create, organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class in school or to a wider audience. I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece. I can perform from memory or visually, using staved notation with confidence and accuracy. I can collect feedback and reflect to ensure progression within future performances.	Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.	Compose with the song I know my composition has multiple sections and can be labelled as such. I can use and understand the pentatonic scale and full octave range of both major and minor scales. I understand and can explain the structure of my composition. Perform the song I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance. I can evaluate and discuss how my performance might change in different venues/spaces.
Assessment		Assessment of Kr	nowledge
I can sing songs that have different simple and complex, time signatures. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. Year 6 I can sing songs with complex and syncopated rhythms. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.		Year 5 I have an understanding of the various styles or styles of song. I know my composition has multiple sections a Year 6 I can identify and describe the sounds of various styles including Rock, Gospel, A capella groups I understand the connection I have to the musi	nd can be labelled as such.  Is and contrasting vocal/instrumental and a symphony orchestra.

Improvising with confidence Year: 5/6 Cycle B Summer

Foundations of previous learning: Children have performed either solo or in ensemble context. Children understand a range of musical vocabulary and how to perform in various styles following the instruction of their conductor. Children have created, composed and recorded their own songs. Children have learnt a variety of styles and can perform a range of repertoire from these styles. Children have composed and improved and have gained much confidence in the interrelated dimensions of music.

	Unit Learning						
NC Objective - Coverage	Sk	Skills		rledge	Vocabulary		
perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	Understanding music I can confidently find and keep a steady beat. I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. Listen and respond I can find the pulse and demonstrate the beat identifying the first beat of the	Understanding music  I can use body percussion, instruments and my voice with confidence in response to musical stimuli.  I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor.  I can find and keep a steady beat/pulse.  I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and	Understanding music I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a stave. Listen and respond	I understand and can respond to music using simple and complex time signatures.  Listen and respond I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion.	Rhythm Pitch Dynamics Tempo Timbre Texture Timbre		
accuracy, fluency, control and expression improvise and compose music	bar in a simple and complex time signature.  I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.  I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.  Learning to sing the song	visually. I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave. I can copy back complex melodic patterns as a call and response exercise both aurally and visually. I can listen with attention to detail and recall sounds with increasing aural	I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timbre.	I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most	Notation Choir Solo Duet Ensemble		
for a range of purposes using the inter- related dimensions of music	I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple and complex, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time.	memory and accuracy. <u>Listen and respond</u> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.  I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. <u>Learning to sing the song</u>	I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers.	instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I understand and can describe the role of a main theme in musical structure.	Harmony Dynamics Piano Forte Lyrics		
listen with attention to detail and recall sounds with increasing aural memory	I can sing expressively, paying attention to articulation on my own or as directed.  Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play a melody on a tuned percussion instrument, melodic instrument	Learning to sing the soing I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms.  I can perform with accuracy observing correct techniques where appropriate. I can sing in unison and up to three parts.  I can sing Acapella or with accompaniment - live or recorded.	Individual to tiefs.  I understand that rap is a musical form of vocal delivery. I can describe the three components of rap.  Learning to sing the song I have an understanding of the various	I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. I can confidently recognise and	Chorus Verse Repertoire Style		
use and understand staff and other musical notations	and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat.	I can sing syncopated patterns accentuating the beat where appropriate.  Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying	styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. Compose with the song	explore a range of musical styles and traditions/history and know their basic style indicators.  Learning to sing the song I can demonstrate and maintain good posture, breath control and attention			
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and	I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time.  Improvise with the song I can improvise with increasing confidence using my own voice, rhythms and different pitches. can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps).	attention to a broad dynamic range.  I can perform this melody as part of a wider ensemble, small group or individually as a soloist.  I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care.  Improvise with the song I can improvise with increasing confidence using my own voice, rhythms and	I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I understand and can explain the musical shape that my composition moves in. I can include a home note with my composition to give it credential recognition.	to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. I can discuss in depth how the song connects to the world and its relevant culture.  I understand the connection I have to the music I am performing.			
from great composers and musicians	I can improvise using more complex rhythms, including varying notes and their equivalent rests.  I can improvise sections of music which include structured phrases and improved melodic shape.  When improvising I have a clear vision of key structure and relevant use of the home note.  I can improvise using a wider range of dynamics including pp, mp, mf and ff. Follow a steady beat, keeping in time with the pulse of the music.  Use additional notes and rhythms to show progression.  I can improvise using more complex rhythms, including varying notes and their equivalent rests/slient beats.  I can improvise demonstrating use of articulation (legato/staccato) and use of	different pitches.  I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps).  I can improvise using more complex rhythms, including varying notes and their equivalent rests.  I can improvise sections of music which include structured phrases and improved melodic shape.  When improvising I have a clear vision of key structure and relevant use of the home note.  I can improvise using a wider range of dynamics including pp, mp, mf and ff.	I can compose using my own choice of notes.  Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition.	Play instruments with the song I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time			

Widsic Curriculum						
I can use a planned structure when of I can compose with chords to create I can use simple dynamics and temp I can compose using a variety of rhyt rests.  I can use a wide range of dynamics ad quiet/fast and slow. I can compose using full one octave: well as pentatonic scales. I understand the structure of a majo triad and can demonstrate them on. I can create a melody in line with the backing track.  Music Notepad I can use various Charanga composit varying length, thinking about the es for my composition to make musical Perform the song I can organise, rehearse and perform I can perform as part of a mixed ensited the smaller gre	ely to capture, edit and combine sounds. composing. a an emotive/atmospheric mood. so to express loud and soft/fast and slow. thms including notes and their equivalent and tempo direction to express loud and scales in selected major and minor keys as or and minor an appropriate instrument. e style and harmonic structure of the tion tools to compose a structured melody of ssential ingredients that are needed in order it sense. In to an unknown audience. Tough as well as a whole class. The semble of acoustic instruments. The suppose the suppose a structure of the sense. The suppose and the suppose a structure of the sense. The suppose a structure of the sense and the suppose a structure of the sense and the suppose a structure of the sense are needed in order and the suppose as the suppose a structure of the sense are needed in order and the suppose as the suppose a	Compose with the song I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres. I can perform this melody on tuned percussion and/or melodic instruments following the notated score. I can enhance my melody with simple chord progressions. I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast. I can use music software/technology to capture, change, combine and record sounds. I can use a planned structure when composing. I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense.  Perform the song I can create, organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class in school or to a wider audience. I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece. I can perform memory or visually, using staved notation with confidence and accuracy.	Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance.	I know my composition has multiple sections and can be labelled as such. I can use and understand the pentatonic scale and full octave range of both major and minor scales. I understand and can explain the structure of my composition.  Perform the song I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance. I can evaluate and discuss how my performance might change in different venues/spaces.		
	I can collect feedback and reflect to ensure progression within future performances.  Assessment of Skills			Assessment of Knowledge		
I can compose using a variety of r Year 6 I can improvise over a simple cho	I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can compose using a variety of rhythms including notes and their equivalent rests.			Year 5 I can describe how my melody is structured and what processes I went through to create my melodic composition I can evaluate how well the performances communicated the mood of each piece. Year 6 I understand and can explain the structure of my composition. I can evaluate and discuss how my performance might change in different venues/spaces.		

Topic: Year 6 Leavers' Performance Year: 6 Summer

Foundations of previous learning: Children have performed either solo or in ensemble context. Children understand a range of musical vocabulary and how to perform in various styles following the instruction of their conductor. Children have created, composed and recorded their own songs. Children have learnt a variety of styles and can perform a range of repertoire from these styles. Children have composed and improved and have gained much confidence in the interrelated dimensions of music.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory	Performing (singing/playing): To find and internalise the pulse and rhythm by themselves and with confidence.  To perform in an ensemble or even begin to take solo part.  Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.  To compose and improvise around a set theme.	I can understand how to follow musical direction. I can direct others within an ensemble using musical vocabulary.	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Choir Solo Duet
	Assessment of Skills  I can perform with confidence in an ensemble or even take a solo part. I can identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.	Assessment of Knowledge  Can you explain how you have directed the ensemble to achieve a high quality performance?	Ensemble Harmony Dynamics Piano Forte Lyrics Chorus Verse Repertoire Style

# **Key Stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

# **Key Stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

# **Vocabulary Used in Charanga**

Acapella: Without accompaniment from musical instruments, ie voices only.

Appraising: Listening carefully.

Arrangement: How voices and instruments are used in a song; where they occur within the song.

Back beat: Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing: The accompaniment to a song.

Balance: The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad: A gentle love song.

Band: Playing/singing/performing together.

bridge/middle 8: Contrasting section which leads back to main material.

Chord: More than one note played at the same time.

Chorus: A repeated section in a song which gives the main message.

Coda: Short section which brings the song or piece to an end.

Cover: A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing: Creating and developing musical ideas and 'mixing' these.

Crossover: Can be a mixture of different styles which introduces new music to different audiences.

Decks: Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drumloops: A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics: How loud or quiet the music is.

Ending: Short section which brings the song or piece to an end.

Ensemble: A French word used to describe playing/singing/performing together.

Groove: The rhythmic part of the music that makes you want to move and dance.

Harmony: Different notes sung or played at the same time, to produce chords.

Hook: A term used in pop music to describe a short catchy phrase or rime that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise: To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude: A passage of music played between the main themes

Introduction: Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics: The words of a song.

Melody: Another name for a tune.

Melodic: Melody or tune.

Notation: to visually represent music.

o\_beat: If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the obbeat you would clap on beats 2 and 4 not 1 and 3.

Original: The first ever version of a song.

Ostinato: A short repeated pattern.

Outro: Short section which brings the song or piece to an end.

pentatonic scale: A fixed five-note pattern eg the five black keys on a piano.

Performing: Singing and playing instruments.

Phrase: A musical sentence.

Pitch: The range of high and low sounds.

pre-chorus: A short section in a song, before the chorus.

pulse/beat: The heartbeat or steady beat of a song/piece of music.

recurring theme: A tune that repeats again and again in a piece of music.

Rhythm: The combination of long and short sounds to make patterns.

Ri: A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

roots reggae: Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling: Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

Secular: Non religious

Solo: An Italian word used to describe playing/singing/performing on our own.

structure/form/shape: How the sections (verses and choruses etc) of a song are ordered to make the whole piece.

Style: The type of music eg blues or rock.

style indicators: Identifiers that show us the genre of the music.

Syncopation: Music with lots of rhythmic variety, often quite di@cult. The strong beats occur in unexpected places.

Tag: (Usually) a short ending, tagged on to the main part of the song.

Tempo: An Italian word used to describe how fast/slow the music goes.

Texture: Layers of sound in music.

Timbre: The quality and character of the sound.

urban contemporary: Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.

Verse: A section in a song which has the same tune but different words.